



July, 2013

Dear Educators,

On behalf of all of MCESA, we are excited that you are using our social studies content specific assessments in your school or district. We sincerely hope that the assessments help you to measure student growth and provide useful information about student learning.

Attached are the item specifications that accompany each particular assessment. These item specifications can serve as a useful tool for curriculum mapping activities. To support your use of items specifications, we have a few important points to consider.

- The item specifications were written for a very specific audience and purpose. They serve as a bridge between the standards and the assessment. The item specifications define for test writers what counts as testable content from the standards. They delineate what could appear on a test or what should not appear on a test. Item writers used the item specifications to write test items.
- The item specifications may use *i.e.* or *e.g.* when listing testable content. *E.g.* means that these things are eligible to be included on the assessment, but the test writer is not limited to them. They are examples. *I.e.* means the test content is limited to only those items listed.
- The assessments contain items aligned to the Arizona Common Core Standards for Literacy in History/Social Studies, Science and Technical Subjects. The content emphasis for these standards shown on the item specifications is copied directly from the Arizona Examples and Explanations document available from the Arizona Department of Education.
- Although the item specifications show that certain standards are not addressed on the MCESA content specific assessment, this does not mean that teachers are not responsible for teaching those standards. Teachers are responsible for teaching all of the state standards.
- Some item specification documents may have notes about a standard being instructionally linked to another standard. This is an optional notation that some item specification authors chose to record as additional information about how certain standards relate to each other.
- The U.S. History assessment does represent the entirety of American history. It was named U.S. History to reflect the common course name used in Arizona high schools.

For more information about how to use item specifications, please refer to the MCESA Assessment webpage for webcasts that explain in detail the assessment development process and the use of item specifications. Also look for announcements about face-to-face workshops related to social studies instruction or assessment use. <http://education.maricopa.gov/site/Default.aspx?PageID=263>

Sincerely,  
MCESA Assessment Department

# POST ASSESSMENT ITEM SPECIFICATIONS

## HIGH SCHOOL ECONOMICS

Content Statement	Item Specifications	Depth of Knowledge Essence
<p><b>AZCC Reading Standards for Literacy in History and Social Studies</b></p> <p><b>Key Ideas and Details</b></p> <p><b>11-12.RH.1.</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>11-12.RH.1</b></p>	<p><u>Content Emphasis:</u></p> <p><u>From AZ Explanations and Examples</u></p> <p>This standard requires students to examine the details of a primary (firsthand accounts) or secondary source (secondhand accounts) to support their analysis of the document. Sources for analysis include: journals, maps, illustrations, photographs, documentaries, logs, records, etc. Textual evidence could include: author's main point, purpose and perspective, fact versus opinion, differing points of view, credibility and validity of the text. Students might also consider date, bias, intended audience and the possibility of changes due to translation. Students connect details to attain conclusions of the text as a whole.</p> <p><u>Examples</u></p> <ul style="list-style-type: none"> <li>Students read <i>Federalist Paper No. 10</i>, examining Madison's arguments favoring a representative system of government over a pure democracy including such arguments as those against the power of factionalism in society. SSHS-S1C4-04d</li> <li>Students read a summary of the Kyoto Accords <a href="http://unfccc.int/kyoto_protocol/items/2830.php">http://unfccc.int/kyoto_protocol/items/2830.php</a> to predict its impact on future policy decisions by the nations which signed it. SSHS-S4C5-03</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p>2</p> <p><u>Type of Assessment:</u></p> <p>MC</p>
<p><b>AZCC Reading Standards for Literacy in History and Social Studies</b></p> <p><b>Key Ideas and Details</b></p>	<p><u>Content Emphasis:</u></p> <p><u>From AZ Explanations and Examples</u></p> <p>The standard requires the identification of primary sources (firsthand accounts) and secondary sources (secondhand accounts) for analysis. Sources include: journals, maps,</p>	<p><u>DOK essence of the standard:</u></p> <p>2</p>

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<p><b>11-12.RH.2.</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>11-12.RH.2</b></p>	<p>illustrations, photographs, documentaries, logs, records, etc.</p> <p>Students must identify key ideas and/or events in primary or secondary texts and then provide a summary of how the author develops the key idea. Key ideas could be developed thematically, sequentially, anecdotally, consequentially, procedurally, or in order of importance.</p> <p>In addition, students must summarize ideas and details to show their understanding of this relationship and interconnectedness.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Students determine the central ideas found in the Declaration of Sentiments by the Seneca Falls Conference, noting the parallels between it and the Declaration of Independence and providing a summary that makes clear the relationships among the key details and ideas of each text and between the texts. Common Core State Standards, Appendix B, p. 183 <a href="http://corestandards.org/the-standards">http://corestandards.org/the-standards</a></li> <li>• Students will examine the Library of Congress photographic collections to observe the impact of the Great Depression on migrant children and their families.               <ul style="list-style-type: none"> <li>○ <i>Dorothea Lange California Resettlement Photos</i> (<a href="http://memory.loc.gov/cgi-bin/query/r?ammem/fsaall:@field(NUMBER+@band(cph+3c28944))">http://memory.loc.gov/cgi-bin/query/r?ammem/fsaall:@field(NUMBER+@band(cph+3c28944))</a>)</li> <li>○ <i>Views from the Dust Bowl: the Charles L. Todd and Robert Sonkin Migrant Worker Collection, 1940-1941</i> <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/dust-bowl-migration/#">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/dust-bowl-migration/#</a></li> <li>○ SSHS-S1C8-01 b.&amp; c.</li> </ul> </li> <li>• Students keep records for a month of government and corporate reports in order to track these reports' relative influence upon the Dow Jones average. These reports can be found in daily news coverage, e.g., <a href="http://www.bloomberg.com/">http://www.bloomberg.com/</a>.</li> </ul>	<p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>

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	SSHS-S5C1-0 <u>Stimuli Resources:</u>	
<b>Key Ideas and Details</b>  <b>11-12.RH.3.</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.  <b>11-12.RH.3</b>	<u>Content Emphasis:</u>  Not assessed.  <u>From AZ Explanations and Examples</u> The standard asks students to create a chain of causation which can be supported by details from the text. When such a chain cannot be clearly built, students are to acknowledge that causation is not complete and clear.  <u>Examples:</u> <ul style="list-style-type: none"> <li>Students will connect the Amendments of the US Constitution to the political developments that led to the passage of each. SSHS-S3C4-01</li> <li>Students will analyze editorials from the <i>Wall Street Journal</i> and the <i>New York Times</i> supporting or opposing the monetary policies set by the Federal Reserve Bank. SSHS-S5C3-05; SSHS-S5C3-06</li> </ul>	<u>DOK essence of the standard:</u>  <u>Type of Assessment:</u>

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<p><b>AZCC Reading Standards for Literacy in History and Social Studies</b></p> <p><b>Craft and Structure</b></p> <p><b>11-12.RH.4.</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p><b>11-12.RH.4</b></p>	<p><u>Content Emphasis:</u></p> <p><u>From AZ Explanations and Examples</u></p> <p>This standard asks students to use a variety of strategies (context clues, linguistic roots and affixes, restatement, examples, contrast, glossary, etc.) to determine the meaning of words and phrases in the text. Historic context of vocabulary may need to be researched.</p> <p><u>Examples</u></p> <ul style="list-style-type: none"> <li>Students use the majority opinions from the Supreme Court cases <i>Plessy v. Ferguson</i> (1896) and <i>Brown v. Board</i> (1954) to examine the term “<i>equal</i>.” SSHS-S1C7-02a; SSHS-S1C2-02c</li> <li>Students describe the functioning of a “free market” including how a market price is determined, how price determines behaviors, and theories of production. SSHS-S5C2-02a-f</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p>2</p> <p><u>Type of Assessment:</u></p> <p>MC</p>

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<b>AZCC Reading Standards for Literacy in History and Social Studies</b>  <b>Craft and Structure</b>  <b>11-12.RH.5.</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.  <b>11-12.RH.5</b>	<u>Content Emphasis:</u>  Not assessed.  <u>From AZ Explanations and Examples</u> The standard asks students to evaluate a primary source noting how its structure reinforces its meaning. Students identify the parts of text and how they work together as a whole. They identify thesis statements, supporting details, and conclusions, as well as transition statements. They recognize the power of voice and diction in texts.  <u>Examples</u> <ul style="list-style-type: none"> <li>Students will analyze the Declaration of Independence outlining the key grievances against King George III and the steps of remonstrance before the colonists chose revolution as their course of actions. SSHS-S1C4-03d</li> <li>Students will analyze the text of the Seneca Falls Declaration of Sentiments noting how the document builds outrage against the many forms of discrimination against women during the 19th century in the US. SSHS-S1C7-02a</li> </ul>	<u>DOK essence of the standard:</u>  <u>Type of Assessment:</u>

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<p><b>AZCC Reading Standards for Literacy in History and Social Studies</b></p> <p><b>Craft and Structure</b></p> <p><b>11-12.RH.6.</b> Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p><b>11-12.RH.6</b></p>	<p><u>Content Emphasis:</u></p> <p>Not Assessed.</p> <p><u>From AZ Explanations and Examples</u></p> <p>The standard requires students to read with a keen eye for the stated assumptions and unstated inferences which provide insight into the author's purpose. Students should be able to recognize balance or imbalance, loaded language, details purposefully excluded and the use of excerpted quotes by authors.</p> <p><u>Examples</u></p> <ul style="list-style-type: none"> <li>Students will read newspaper accounts of the 1947 Partition of Palestine in a Zionist as well as an Arab account.             <ul style="list-style-type: none"> <li>Zipporah Porath, from her book, <i>Letters from Jerusalem, 1947-1948,</i></li> <li>Speech by Egyptian Delegate Mahmoud Bey Fawzi to the UN General Assembly: <a href="http://www.scribd.com/doc/3504377/Mandate-of-Destiny-The-1947-United-Nations-Dcision-to-Partition-Palestine">http://www.scribd.com/doc/3504377/Mandate-of-Destiny-The-1947-United-Nations-Dcision-to-Partition-Palestine</a> pp. 36-38.</li> <li>SSHS-S4C2-04</li> </ul> </li> <li>Students read selections from the Lincoln-Douglas Debate at Freeport, IL (August 27, 1858) to distinguish Lincoln's view of slavery in the territories from that of his opponent Stephen A. Douglas. SSHS-S1C6-01e.</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>

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## HIGH SCHOOL ECONOMICS

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<p><b>AZCC Reading Standards for Literacy in History and Social Studies</b></p> <p><b>Integration of Knowledge and Ideas</b></p> <p><b>11-12.RH.7.</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>11-12.RH.7</b></p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p> <p><u>From AZ Explanations and Examples</u></p> <p>The standard requires that students use charts, graphs, and other media along with text to address a question or a problem.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>Students integrate the information provided by Mary C. Daly, vice president at the Federal Reserve Bank of San Francisco, with the data presented visually in the FedViews report. In their analysis of these sources of information presented in diverse formats, students frame and address a question or solve a problem raised by their evaluation of the evidence. Common Core State Standards, Appendix B, p. 183 <a href="http://corestandards.org/the-standards">http://corestandards.org/the-standards</a></li> <li>Students will use <i>Consumer Reports</i>, scientific charts and graphs, to verify reliability of online advertising for a product. SSHS-S5C5-02; ETHS-S5C1-05</li> <li>Students research voter turnout in national elections in the United States and other democracies, to explain voter participation or voter apathy. SSHS-S3C5-01</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>



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<p><b>AZCC Reading Standards for Literacy in History and Social Studies</b></p> <p><b>Integration of Knowledge and Ideas</b></p> <p><b>11-12.RH.8.</b> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><b>11-12.RH.8</b></p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p> <p><u>From AZ Explanations and Examples</u></p> <p>Students should judge if the details in a text are logical or if details reasonably support the author's claims through the use of corroborating or challenging information. Some criteria for assessing the text include the number of the examples given, the strength of the examples, the credibility of sources used and the accuracy of the text. Students should determine if the details given within the text lead the reader to the same conclusions.</p> <p>This standard requires that students study an author's writing in comparison with accounts which differ from that author's account as well as accounts which agree with the author's interpretation. Students then must decide whether the original author premises were valid or not.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>Students evaluate the premises of James M. McPherson's argument regarding why Northern soldiers fought in the Civil War by corroborating the evidence provided from the letters and diaries of these soldiers with other primary and secondary sources and challenging McPherson's claims where appropriate. Common Core State Standards, Appendix B, p. 183 <a href="http://corestandards.org/the-standards">http://corestandards.org/the-standards</a></li> <li>Students read two accounts of the Indian Wars during the 19th and early 20th centuries, one from the view point of the US Cavalry and another from Native Americans. SSHS-S1C7-03a</li> <li>Students use a political cartoon satirizing William Jennings Bryan holding his "Cross of Gold" and a speech or newspaper editorial opposing free silver to decide whether the gold standard was good or bad for Americans as a whole. (Cartoon by Grant Hamilton, printed in "Judge" Magazine, 1896, Image from <i>Coin's Financial School</i> (1894)) SSHS-S1C7-01c</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>

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## HIGH SCHOOL ECONOMICS

Content Statement	Item Specifications	Depth of Knowledge Essence
<p><b>AZCC Reading Standards for Literacy in History and Social Studies</b></p> <p><b>Integration of Knowledge and Ideas</b></p> <p><b>11-12.RH.9.</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>11-12.RH.9</b></p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p> <p><u>From AZ Explanations and Examples</u></p> <p>Primary sources are the basis on which historians draw their conclusions. At the same time secondary sources often give a current view of past events. Both are necessary when students investigate history.</p> <p>This standard requires students to read multiple accounts of an event and construct their own interpretation using pertinent information from all of the accounts. While doing so, students will note any discrepancies among sources.</p> <p><u>Examples</u></p> <ul style="list-style-type: none"> <li>Students write a “morning after” analysis of a national election to interpret trends and predict future impacts on the nation. SSHS-S1C10-01</li> <li>Students read accounts, watch newsreel footage and review photographs which document the transformation of society on the home front during World War II, paying close attention to the roles of women and minorities. SSHS-S1C8-02c</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>

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<b>AZCC Reading Standards for Literacy in History and Social Studies</b>  <b>Range of Reading and Level of Text Complexity</b>  <b>11-12.RH.10.</b> By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently  <b>11-12.RH.10</b>	<u>Content Emphasis:</u>  Not assessed.  <u>From AZ Explanations and Examples</u> This standard requires students to be at the 11th grade reading level by the end of their 11th grade year in school and the 12th grade reading level by the end of their 12th grade year in school.	<u>DOK essence of the standard:</u>  <u>Type of Assessment:</u>

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## HIGH SCHOOL ECONOMICS

Content Statement	Item Specifications	Depth of Knowledge Essence
<b>Strand 5:</b> <b>Economics</b>  <b>Concept 1: Foundations of Economics</b>  PO 1. Analyze the implications of scarcity: <ul style="list-style-type: none"> <li>a. limited resources and unlimited human wants influence choice at individual, national, and international levels</li> <li>b. factors of production (e.g., natural, human, and capital resources, entrepreneurship, technology) marginal analysis by producers, consumers, savers, and investors</li> </ul>	<u>Content Emphasis</u>  Can include: <ul style="list-style-type: none"> <li>• Scarcity</li> <li>• The factors of production</li> <li>• Marginal analysis</li> </ul> <u>Stimulus type:</u> <ul style="list-style-type: none"> <li>• Statistical graphs, tables, charts</li> <li>• Scenarios</li> </ul>	<u>DOK essence of the standard:</u>  2  <u>Type of Assessment:</u> MC
<b>SSHS-S5C1-01</b>		

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### HIGH SCHOOL ECONOMICS

<p><b>Strand 5: Economics</b></p> <p><b>Concept 1: Foundations of Economics</b></p> <p>PO 2. Analyze production possibilities curves to describe opportunity costs and trade-offs.</p> <p><b>SSHS-S5C1-02</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Production possibilities curve to distinguish opportunity cost, trade-offs, efficiency, inefficiency, unattainability, and growth</li> </ul> <p><u>Instructionally Linked to:</u></p> <ul style="list-style-type: none"> <li>• CCSW.11-12.4</li> <li>• CCSW.11-12.1</li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Statistical graphs</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">CR or MC</p>
<p><b>Strand 5: Economics</b></p> <p><b>Concept 1: Foundations of Economics</b></p> <p>PO 3. Describe the characteristics of the mixed-market economy of the United States:</p> <p style="margin-left: 20px;">a. property rights b. profit motive c. consumer sovereignty d. competition e. role of the government f. rational self-interest g. invisible hand</p> <p><b>SSHS-S5C1-03</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Roles of government in a mixed-market economy</li> <li>• The invisible hand theory</li> <li>• Competition, consumer sovereignty, and self-interest in a mixed market economy</li> <li>• Profit motive on a firm's decision making</li> <li>• Property rights in the efficient use of the factors of production</li> </ul> <p><u>Instructionally Linked to:</u></p> <p>CCSW.11-12.4 CCSW.11-12.1</p> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Bulleted lists</li> <li>• Excerpts</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">CR or MC</p>

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	<ul style="list-style-type: none"> <li>Diagrams</li> </ul>	
<b>Strand 5: Economics</b>  <b>Concept 1: Foundations of Economics</b>  PO 4. Evaluate the economic implications of current events from a variety of sources (e.g., magazine articles, newspaper articles, radio, television reports, editorials, Internet sites).  <b>SSHS-S5C1-04</b>	<u>Content Emphasis:</u>  Can include: <ul style="list-style-type: none"> <li>Economic implications of a current event affecting:               <ul style="list-style-type: none"> <li>Taxes</li> <li>Interest Rates</li> <li>Election Results</li> <li>War (Guns or Butter)</li> <li>Fiscal Policies</li> <li>Natural Disasters</li> <li>Entitlement Programs</li> </ul> </li> </ul> <u>Instructionally Linked to:</u> <ul style="list-style-type: none"> <li>CCSW.11-12.4</li> <li>CCSW.11-12.1</li> </ul> <u>Stimulus type:</u> <ul style="list-style-type: none"> <li>Newspaper and magazine articles and editorials</li> <li>Articles and blogs from websites</li> <li>Political cartoons</li> <li>Charts and graphs</li> </ul>	<u>DOK essence of the standard:</u>  2  <u>Type of Assessment:</u>  MC

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### HIGH SCHOOL ECONOMICS

<p><b>Strand 5: Economics</b></p> <p><b>Concept 1: Foundations of Economics</b></p> <p>PO 5. Interpret economic information using charts, tables, graphs, equations, and diagrams.</p> <p><b>SSHS-S5C1-05</b></p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p> <p><u>Instructionally Linked to:</u></p> <ul style="list-style-type: none"> <li>• CCSW.11-12.4</li> <li>• CCSW.11-12.1</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
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<p><b>Strand 5: Economics</b></p> <p><b>Concept 2: Microeconomics</b></p> <p>PO 1. Describe how the interdependence of both households and firms is affected by trade, exchange, money, and banking:</p> <ul style="list-style-type: none"> <li>a. why voluntary exchange occurs only when all participating parties expect to gain from the exchange</li> <li>b. role and interdependence of households, firms, and government in the circular flow model of economic activity</li> <li>c. role of entrepreneurs in a market economy and how profit is an incentive that leads entrepreneurs to accept risks of business failure</li> <li>d. financial institutions and securities markets</li> <li>e. importance of rule of law in a market economy for enforcement of contracts</li> </ul> <p><b>SSHS-S5C2-01</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Voluntary exchange</li> <li>• The exchanges that occur in the different stages of the circular flow model</li> <li>• The interaction between government and the financial markets at each level of the circular flow model</li> <li>• Rule of law for enforcement of contracts in a market economy</li> <li>• Role of financial institutions and securities markets to support trade and exchange</li> </ul> <p><u>Do Not Include:</u></p> <ul style="list-style-type: none"> <li>• Role of entrepreneurs in a market economy and how profit is an incentive that leads entrepreneurs to accept risks of business failure (assessed in CO1PO1)</li> </ul> <p><u>Instructionally Linked to:</u></p> <ul style="list-style-type: none"> <li>• Strand 5, Concept 1, PO 5</li> <li>• CCSW.11-12.4</li> <li>• CCSW.11-12.1</li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Circular flow model</li> <li>• Scenarios</li> <li>• Statistical tables, charts</li> <li>• Flow charts</li> <li>• Diagrams</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p>2</p> <p><u>Type of Assessment:</u></p> <p>CR or MC</p>
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# POST ASSESSMENT ITEM SPECIFICATIONS

## HIGH SCHOOL ECONOMICS

<p><b>Strand 5:</b> <b>Economics</b></p> <p><b>Concept 2: Microeconomics</b></p> <p>PO 2. Describe how markets function:</p> <ul style="list-style-type: none"> <li>a. laws of supply and demand</li> <li>b. how a market price is determined</li> <li>c. graphs that demonstrate changes in supply and demand</li> <li>d. how price essences and floors cause shortages or surpluses</li> <li>e. comparison of monopolistic and competitive behaviors</li> <li>f. theory of production and the role of cost</li> </ul> <p><b>SSHS-S5C2-02</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Law of supply</li> <li>• Law of demand</li> <li>• Supply and demand schedule, graph and label a supply and demand curve</li> <li>• Changes in quantity supplied/demanded versus changes in supply/demand</li> <li>• The effect of a price essence and price floor which causes a surplus or shortage</li> <li>• The four types of market structures (monopolistic competition, monopoly, oligopoly, perfect competition)</li> <li>• Fixed cost and variable cost</li> <li>• Maximizing profit (i.e., marginal cost = marginal revenue)</li> </ul> <p><u>Instructionally Linked to:</u></p> <ul style="list-style-type: none"> <li>• Strand 5, Concept 1, PO 5</li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Supply and demand graphs</li> <li>• Table on marginal revenue/costs</li> <li>• Scenarios</li> <li>• Flow charts</li> <li>• Diagrams</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p>2</p> <p><u>Type of Assessment:</u></p> <p>CR or MC</p>
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## HIGH SCHOOL ECONOMICS

<p><b>Strand 5:</b> <b>Economics</b></p> <p><b>Concept 2: Microeconomics</b></p> <p>PO 3. Describe how government policies influence the economy:</p> <ul style="list-style-type: none"> <li>a. need to compare costs and benefits of government policies before taking action</li> <li>b. use of federal, state, and local government spending to provide national defense; address environmental concerns; define and enforce property, consumer and worker rights; regulate markets; and provide goods and services</li> <li>c. effects of progressive, proportional, and regressive taxes on different income groups</li> <li>d. role of self-interest in decisions of voters, elected officials, and public employees</li> </ul> <p><b>SSHS-S5C2-03</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Effects of progressive, proportional, and regressive taxes on different income groups</li> <li>• Withholding taxes</li> <li>• Government spending, e.g., guns and butter</li> <li>• Government regulations effect on the economy, e.g., Labor laws, unemployment laws, EPA, consumer protection laws</li> </ul> <p><u>Do not include:</u></p> <ul style="list-style-type: none"> <li>• Role of self-interest in decisions of voters, elected officials, and public employees (assessed in CO1 PO3)</li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Tax table</li> <li>• Budget pie chart</li> <li>• Pay stub</li> <li>• Flow charts</li> <li>• Scenarios</li> <li>• Statistical tables, charts, graphs</li> <li>• Advantages and disadvantages</li> <li>• Bulleted list tables</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p>2</p> <p><u>Type of Assessment:</u></p> <p>MC or CR</p>
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### HIGH SCHOOL ECONOMICS

<p><b>Strand 5: Economics</b></p> <p><b>Concept 3: Macroeconomics</b></p> <p>PO 1. Determine how inflation, unemployment, and gross domestic product statistics are used in policy decisions.</p> <p><b>SSHS-S5C3-01</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Unemployment, inflation, and GDP influence policy decisions</li> <li>• Relate how inflation, unemployment, and GDP are used in policy decisions at different stages of the business cycle</li> </ul> <p><u>Instructionally Linked to:</u></p> <ul style="list-style-type: none"> <li>• CCSW.11-12.4</li> <li>• CCSW.11-12.1</li> <li>• CCS RH.11-12.6</li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Scenarios</li> <li>• Statistical tables</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">CR or MC</p>
<p><b>Strand 5: Economics</b></p> <p><b>Concept 3: Macroeconomics</b></p> <p>PO 2. Explain the effects of inflation and deflation on different groups (e.g., borrowers v. lenders, fixed income/cost of living adjustments).</p> <p><b>SSHS-S5C3-02</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Inflation and deflation</li> <li>• The effect of inflation on: borrowers, lenders, fixed income</li> <li>• Cost of living allowance on purchasing power</li> <li>• Consumer Price Index and its role in wage adjustments</li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Scenarios</li> <li>• Consumer Price Index table</li> <li>• Flow charts</li> <li>• Diagrams</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>

## POST ASSESSMENT ITEM SPECIFICATIONS

### HIGH SCHOOL ECONOMICS

<p><b>Strand 5: Economics</b></p> <p><b>Concept 3: Macroeconomics</b></p> <p>PO 3. Describe the economic and non-economic consequences of unemployment.</p> <p><b>SSHS-S5C3-03</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Participants of the labor force</li> <li>• Full employment</li> <li>• Types of unemployment (seasonal, cyclical, structural, frictional)</li> <li>• Effects of unemployment on the economy</li> <li>• Impact of unemployment on wages and the ability of the worker to negotiate wages</li> </ul> <p><u>Instructionally Linked to:</u></p> <ul style="list-style-type: none"> <li>• CCSW.11-12.4</li> <li>• CCSW.11-12.1</li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Scenarios</li> <li>• Flow charts</li> <li>• Statistical tables, charts, graphs</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>
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### HIGH SCHOOL ECONOMICS

<p><b>Strand 5: Economics</b></p> <p><b>Concept 3: Macroeconomics</b></p> <p>PO 4. Analyze fiscal policy and its effects on inflation, unemployment, and economic growth.</p> <p><b>SSHS-S5C3-04</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Effects of fiscal policy on inflation, unemployment, and economic growth</li> <li>• Implementing fiscal policy: political trends, time, revenue</li> <li>• The impact of crowding-out on the private sector</li> </ul> <p><u>Instructionally Linked to:</u></p> <ul style="list-style-type: none"> <li>• CCSW.11-12.4</li> <li>• CCSW.11-12.1</li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Scenarios</li> <li>• Flow charts</li> <li>• Statistical tables, charts, graphs</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">CR or MC</p>
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# POST ASSESSMENT ITEM SPECIFICATIONS

## HIGH SCHOOL ECONOMICS

<p><b>Strand 5: Economics</b></p> <p><b>Concept 3: Macroeconomics</b></p> <p>PO 5. Describe the functions of the Federal Reserve System (e.g., banking regulation and supervision, financial services, monetary policy) and their influences on the economy.</p> <p><b>SSHS-S5C3-05</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• The structure of the Federal Reserve System</li> <li>• Federal Reserve System roles: e.g., banking regulation and supervision, financial services, monetary policy tools (reserve requirements, open market operations, discount rates)</li> <li>• The Federal Open Market Committee</li> <li>• Moral suasion</li> </ul> <p><u>Instructionally Linked to:</u></p> <ul style="list-style-type: none"> <li>• CCSW.11-12.4</li> <li>• CCSW.11-12.1</li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Scenarios</li> <li>• Excerpts</li> <li>• Flow charts</li> <li>• Diagrams</li> <li>• Bulleted lists</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p>2</p> <p><u>Type of Assessment:</u></p> <p>CR or MC</p>
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## POST ASSESSMENT ITEM SPECIFICATIONS

### HIGH SCHOOL ECONOMICS

<p><b>Strand 5: Economics</b></p> <p><b>Concept 3: Macroeconomics</b></p> <p>PO 6. Explain the effects of monetary policy on unemployment, inflation, and economic growth.</p> <p><b>SSHS-S5C3-06</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Effects of monetary policy</li> <li>• Effects of the three tools of monetary policy (reserve requirements, open market operations, discount rate)</li> <li>• The impact of the changes in the monetary policy on the economy (interest rates, money supply, unemployment, inflation, GDP)</li> <li>• The money supply (M1 and M2)</li> </ul> <p><u>Instructionally Linked to:</u></p> <ul style="list-style-type: none"> <li>• CCSW.11-12.4</li> <li>• CCSW.11-12.1</li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Scenarios</li> <li>• Excerpts</li> <li>• Flow charts</li> <li>• Diagrams</li> <li>• Bulleted lists</li> <li>• Statistical tables, charts, and graphs</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">CR or MC</p>
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### HIGH SCHOOL ECONOMICS

<p><b>Strand 5:</b> <b>Economics</b></p> <p><b>Concept 3: Macroeconomics</b></p> <p>PO 7. Determine how investment in factories, machinery, new technology, and the health, education, and training of people can raise future standards of living.</p> <p><b>SSHS-S5C3-07</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• The relationship of investment that leads to economic growth to increase the standard of living</li> </ul> <p><u>Instructionally Linked to:</u></p> <ul style="list-style-type: none"> <li>• CCSW.11-12.4</li> <li>• CCSW.11-12.1</li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Scenarios</li> <li>• Excerpts</li> <li>• Flow charts</li> <li>• Diagrams</li> <li>• Bulleted lists</li> <li>• Statistical tables, charts, and graphs</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">CR or MC</p>
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# POST ASSESSMENT ITEM SPECIFICATIONS

## HIGH SCHOOL ECONOMICS

<p><b>Strand 5: Economics</b></p> <p><b>Concept 4: Global Economics</b></p> <p>PO 1. Analyze the similarities and differences among economic systems:</p> <ol style="list-style-type: none"> <li>characteristics of market, command, and mixed economic systems, including roles of production, distribution, and consumption of goods and services</li> <li>benefits and costs of market and command economies</li> <li>characteristics of the mixed-market economy of the United States, including such concepts as private ownership, profit motive, consumer sovereignty, competition, and government regulation role of private property in conserving scarce resources and providing incentives in a market economy</li> <li>role of private property in conserving scarce resources and providing incentives in a market economy</li> </ol> <p><b>SSHS-S5C4-01</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>Characteristics of different economic systems (market, command, mixed)</li> <li>Costs and benefits of different economic systems</li> <li>Characteristics of a mixed-market economy in the United States</li> <li>Impact of private property rights on the efficient use of resources</li> <li>Traditional economy may be used as a distractor but it may not be assessed as a type of economy</li> </ul> <p><u>Instructionally Linked to:</u></p> <ul style="list-style-type: none"> <li>CCSW.11-12.4</li> <li>CCSW.11-12.1</li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>Scenarios</li> <li>Bulleted lists</li> <li>Diagrams</li> <li>Advantages and disadvantages</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p>2</p> <p><u>Type of Assessment:</u></p> <p>CR or MC</p>
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### HIGH SCHOOL ECONOMICS

<p><b>Strand 5:</b> <b>Economics</b></p> <p><b>Concept 4: Global Economics</b></p> <p>PO 2. Describe the effects of international trade on the United States and other nations:</p> <ol style="list-style-type: none"> <li>how people and nations gain through trade</li> <li>how the law of comparative advantage leads to specialization and trade</li> <li>effects of protectionism, including tariffs and quotas on international trade and on a nation's standard of living</li> <li>how exchange rates work and how they affect international trade</li> <li>how the concepts of balance of trade and balance of payments are used to measure international trade</li> <li>factors that influence the major world patterns of economic activity including the differing costs of production between developed and developing countries</li> <li>economic connections among different regions, including changing alignments in world trade partners</li> <li>identify the effects of trade agreements (e.g., North American Free Trade Agreement)</li> </ol> <p><b>SSHS-S5C4-02</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>Comparative Advantage and Specialization</li> <li>Restrictions: trade, trade quotas, trade barriers, tariffs, protectionism</li> <li>Developed versus developing countries</li> <li>Regional Trade Agreements: NAFTA, The European Union</li> <li>Exchange rates and international trade</li> <li>Concepts of balance of trade and balance of payments</li> <li>Major world patterns of economic activity including the differing costs of production between developed and developing countries</li> <li>Benefits of trade</li> </ul> <p><u>Instructionally Linked to:</u></p> <ul style="list-style-type: none"> <li>CCSW.11-12.4</li> <li>CCSW.11-12.1</li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>Scenarios</li> <li>Excerpts</li> <li>Flow charts</li> <li>Diagrams</li> <li>Bulleted lists</li> <li>Statistical tables, charts, and graphs</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">CR or MC</p>
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### HIGH SCHOOL ECONOMICS

<p><b>Strand 5: Economics</b></p> <p><b>Concept 5: Personal Finance</b></p> <p>PO 1. Explain how education, career choices, and family obligations affect future income.</p> <p><b>SSHS-S5C5-01</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• The influence of education and gender on future earning potential</li> <li>• The influence of career choices on future earning potential</li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Scenarios</li> <li>• Excerpts</li> <li>• Flow charts</li> <li>• Diagrams</li> <li>• Bulleted lists</li> <li>• Statistical tables, charts, and graphs</li> <li>• Statistical tables for gender and education</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>
<p><b>Strand 5: Economics</b></p> <p><b>Concept 5: Personal Finance</b></p> <p>PO 2. Analyze how advertising influences consumer choices.</p> <p><b>SSHS-S5C5-02</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Advertising influences on consumer choices</li> </ul> <p><u>Instructionally Linked to:</u></p> <ul style="list-style-type: none"> <li>• CCSW.11-12.4</li> <li>• CCSW.11-12.1</li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Advertising photographs</li> <li>• Advertising excerpts</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">CR or MC</p>

# POST ASSESSMENT ITEM SPECIFICATIONS

## HIGH SCHOOL ECONOMICS

<p><b>Strand 5:</b> <b>Economics</b></p> <p><b>Concept 5: Personal Finance</b></p> <p>PO 3. Determine short- and long-term financial goals and plans, including income, spending, saving, and investing.</p> <p><b>SSHS-S5C5-03</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Budgeting</li> <li>• Investing</li> <li>• The growth of an investment using the Rule of 72</li> </ul> <p><u>Instructionally Linked to:</u></p> <ul style="list-style-type: none"> <li>• CCSW.11-12.4</li> <li>• CCSW.11-12.1</li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Scenarios</li> <li>• Flow charts</li> <li>• Bulleted lists</li> <li>• Diagrams</li> <li>• Statistical tables, charts, and graphs</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p>2</p> <p><u>Type of Assessment:</u></p> <p>CR or MC</p>
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### HIGH SCHOOL ECONOMICS

<p><b>Strand 5: Economics</b></p> <p><b>Concept 5: Personal Finance</b></p> <p>PO 4. Compare the advantages and disadvantages of using various forms of credit and the determinants of credit history.</p> <p><b>SSHS-S5C5-04</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• The credit score effect on purchasing power, costs of insurance, employment</li> <li>• Factors that determine credit score</li> <li>• Various types of credit (mortgage, credit card, revolving credit, consumer loan, business loans)</li> <li>• Scoring agencies (TransUnion, Equifax, Experian)</li> </ul> <p><u>Instructionally Linked to:</u></p> <ul style="list-style-type: none"> <li>• CCSW.11-12.4</li> <li>• CCSW.11-12.1</li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Scenarios</li> <li>• Excerpts</li> <li>• Flow charts</li> <li>• Bulleted lists</li> <li>• Diagrams</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">CR or MC</p>
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## POST ASSESSMENT ITEM SPECIFICATIONS

### HIGH SCHOOL ECONOMICS

<p><b>Strand 5: Economics</b></p> <p><b>Concept 5: Personal Finance</b></p> <p>PO 5. Explain the risk, return, and liquidity of short- and long-term saving and investment vehicles.</p> <p><b>SSHS-S5C5-05</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>• Explain the risk, return, and liquidity of short- and long-term saving and investment vehicles</li> <li>• Short-term investment vehicles (e.g., savings accounts, money market accounts, certificates of deposit)</li> <li>• Long-term investment vehicles (e.g., stocks, bonds, mutual funds, securities, real estate, life insurance)</li> <li>• Differentiate between saving and investing</li> </ul> <p><u>Instructionally Linked to:</u></p> <ul style="list-style-type: none"> <li>• CCSW.11-12.4</li> <li>• CCSW.11-12.1</li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Scenarios</li> <li>• Excerpts</li> <li>• Flow charts</li> <li>• Bulleted lists</li> <li>• Diagrams</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">CR or MC</p>
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### HIGH SCHOOL ECONOMICS

<p><b>Strand 5: Economics</b></p> <p><b>Concept 5: Personal Finance</b></p> <p>PO 6. Identify investment options, (e.g., stocks, bonds, mutual funds) available to individuals and households.</p> <p><b>SSHS-S5C5-06</b></p>	<p><u>Content Emphasis:</u></p> <p>Can include:</p> <ul style="list-style-type: none"> <li>Investment Options: Stocks, bonds (treasury, municipal, corporate, savings, junk), mutual funds, real estate</li> <li>The costs of investing (broker fees, commissions, taxes, service fees, inflation)</li> </ul> <p><u>Instructionally Linked to:</u></p> <ul style="list-style-type: none"> <li>CCSW.11-12.4</li> <li>CCSW.11-12.1</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">CR or MC</p>
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### SOCIAL STUDIES ITEM SPECIFICATIONS - HIGH SCHOOL GEOGRAPHY

<p><b>Geography Concept 1: The World in Spatial Terms</b></p> <p>The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.</p> <p>PO 1. Construct maps using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, and situation).</p> <p><b>SSHS-S4C1-01</b></p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
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## POST ASSESSMENT ITEM SPECIFICATIONS

### HIGH SCHOOL ECONOMICS

<p><b>Concept 1: The World in Spatial Terms</b></p> <p>PO 2. Interpret maps and images (e.g., political, physical, relief, thematic, Geographic Information Systems [GIS], Landsat).</p> <p><b>SSHS-S4C1-02</b></p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p><b>Concept 1: The World in Spatial Terms</b></p> <p>PO 3. Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.</p> <p><b>SSHS-S4C1-03</b></p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p><b>Concept 1: The World in Spatial Terms</b></p> <p>PO 4. Use an atlas to access information.</p> <p><b>SSHS-S4C1-04</b></p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>



# POST ASSESSMENT ITEM SPECIFICATIONS

## HIGH SCHOOL ECONOMICS

<p><b>Geography Concept 2: Places and Regions</b> Places and regions have distinct physical and cultural characteristics.</p> <p>PO 1. Identify the characteristics that define a region:</p> <ol style="list-style-type: none"> <li>physical processes such as climate, terrain, and resources</li> <li>human processes such as religion, political organization, economy, and demographics</li> </ol> <p><b>SSHS-S4C2-01</b></p>	<p><u>Content Emphasis</u></p> <ul style="list-style-type: none"> <li>Natural resources</li> <li>Type of economy</li> <li>Type of government</li> <li>Demographics</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p>1</p> <p><u>Type of Assessment:</u></p> <p>MC</p>
<p><b>Concept 2: Places and Regions</b></p> <p>PO 2. Describe the factors (e.g., demographics, political systems, economic systems, resources, culture) that contribute to the variations between developing and developed regions.</p> <p><b>SSHS-S4C2-02</b></p>	<p><u>Content Emphasis</u></p> <ul style="list-style-type: none"> <li>Describe economic systems that contribute to the variations between developing and developed regions</li> <li>Describe economic and natural resources that contribute to the variations between developing and developed regions</li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>Scenarios</li> <li>Excerpts</li> <li>Flow charts</li> <li>Bulleted lists</li> <li>Diagrams</li> <li>Statistical tables, charts, and graphs</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p>2</p> <p><u>Type of Assessment:</u></p> <p>MC</p>

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### HIGH SCHOOL ECONOMICS

<p><b>Concept 2: Places and Regions</b></p> <p>PO 3. Examine geographic issues (e.g., drought in Sahel, migration patterns, desertification of Aral Sea, spread of religions such as Islam, conflicts in Northern Ireland/Ireland, Jerusalem, Tibet) in places and world regions.</p> <p><b>SSHS-S4C2-03</b></p>	<p><u>Content Emphasis</u></p> <ul style="list-style-type: none"> <li>• Examine the economic implications of natural disasters</li> <li>• Examine the economic implications of political unrest</li> <li>• Examine the economic implications of migration patterns</li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Scenarios</li> <li>• Excerpts</li> <li>• Flow charts</li> <li>• Diagrams</li> <li>• Statistical tables, charts, and graphs</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>
<p><b>Concept 2: Places and Regions</b></p> <p>PO 4. Analyze the differing political, religious, economic, demographic, and historical ways of viewing places and regions.</p> <p><b>SSHS-S4C2-04</b></p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>

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### HIGH SCHOOL ECONOMICS

<p><b>Concept 2: Places and Regions</b></p> <p>PO 5. Examine how the geographic characteristics of a place affect the economics and culture (e.g., changing regional economy of the sunbelt, location with respect of natural hazards, location of Panama Canal, Air Force Bases in Arizona).</p> <p><b>SSHS-S4C2-05</b></p>	<p><u>Content Emphasis</u></p> <ul style="list-style-type: none"> <li>• Geographical regional economics</li> <li>• Population and demographic shifts affect the economics of a region (e.g., Sun Belt, Arizona)</li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Scenarios</li> <li>• Flow charts</li> <li>• Diagrams</li> <li>• Statistical tables, charts, and graphs</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p>2</p> <p><u>Type of Assessment:</u></p> <p>MC</p>
<p><b>Concept 2: Places and Regions</b></p> <p>PO 6. Analyze how a region changes over time (e.g., U.S./Mexico border, Europe from World War I to the development of European Union, change from pre- to post-colonialism in Africa, Hong Kong).</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>

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<p><b>Concept 2: Places and Regions</b></p> <p>PO 7. Analyze sides of scientific debates over how human actions (e.g., global warming, ozone decline) modify a region.</p> <p><b>SSHS-S4C2-07</b></p>	<p><u>Content Emphasis</u></p> <ul style="list-style-type: none"> <li>• Explain the economic implications from human modifications to the environment (e.g., global climate change, pollution, ozone decline, introduction of genetically modified crops, debates of water usage)</li> <li>• Make inferences about and support with evidence the implied causes and effects of human modifications to the environment (e.g., global climate change, pollution, ozone decline, introduction of genetically modified crops, debates over water usage)</li> </ul> <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> <li>• Excerpts</li> <li>• Scenarios</li> <li>• Flow charts</li> <li>• Diagrams</li> <li>• Statistical tables, charts, and graphs</li> </ul>	<p><u>DOK essence of the standard:</u></p> <p>3</p> <p><u>Type of Assessment:</u></p> <p>MC</p>
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## HIGH SCHOOL ECONOMICS

Geography Concept 3: Physical Systems	<u>Content Emphasis</u>	<u>DOK essence of the standard:</u>
<p>Physical processes shape the Earth and interact with plant and animal life to create, sustain, and modify ecosystems. These processes affect the distribution of resources and economic development. <b>Science Strands are summarized as they apply to Social Studies content in Grades K-8. In High School, the Performance Objectives are a summary of skills and content for grades 9 -12. These concepts are reinforced in Social Studies classes, but assessed through Science.</b></p> <p>PO 1. Analyze how weather and climate (e.g., the effect of heat transfer, Earth’s rotation, and severe weather systems) influence the natural character of a place. <b>Connect with: Science Strand 6 Concepts 1, 2, 4</b></p> <p>PO 2. Analyze different points of view on the use of renewable and non-renewable resources in Arizona. <b>Connect with: Science Strand 3 Concept 2</b></p> <p>PO 3. Analyze how earth’s internal changes (e.g., earthquakes, volcanic activity, folding, faulting) and external changes (e.g., geochemical, water and carbon cycles, erosion, deposition) influence the character of places. <b>Connect with: Science Strand 6 Concepts 1, 2</b></p> <p>PO 4. Analyze how hydrology (e.g., quality, reclamation, conservation) influences the natural character of a place.</p>	<p>Not assessed.</p> <p>Reinforced in Social Studies but assessed in Science</p>	<p><u>Type of Assessment:</u></p>

## POST ASSESSMENT ITEM SPECIFICATIONS

### HIGH SCHOOL ECONOMICS

<p><b>Geography Concept 4: Human Systems</b></p> <p>Human culture, their nature, and distribution affect societies and the Earth.</p> <p>PO 1. Interpret population growth and demographics (e.g., birth and death rates, population growth rates, doubling time and life expectancy, carrying capacity).</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p><b>Concept 4: Human Systems</b></p> <p>PO 2. Analyze push/pull factors that contribute to human migration.</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p><b>Concept 4: Human Systems</b></p> <p>PO 3. Analyze the effects of migration on places of origin and destination, including border areas.</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p><b>Concept 4: Human Systems</b></p> <p>PO 4. Analyze issues of globalization (e.g., widespread use of English, the role of the global media, resistance to “cultural imperialism,” trade, and outsourcing).</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>

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### HIGH SCHOOL ECONOMICS

<b>Concept 4: Human Systems</b>  PO 5. Analyze the development, growth, and changing nature of cities (e.g., urban sprawl, suburbs, city revitalization).	<u>Content Emphasis</u>  Not assessed.	<u>DOK essence of the standard:</u>  <u>Type of Assessment:</u>
<b>Concept 4: Human Systems</b>  PO 6. Analyze factors (e.g., social, biotic, abiotic) that affect human populations.	<u>Content Emphasis</u>  Not assessed.	<u>DOK essence of the standard:</u>  <u>Type of Assessment:</u>
<b>Concept 4: Human Systems</b>  PO 7. Predict the effect of a change in a specific factor (e.g., social, biotic, abiotic) on a human population.	<u>Content Emphasis</u>  Not assessed.	<u>DOK essence of the standard:</u>  <u>Type of Assessment:</u>
<b>Concept 4: Human Systems</b>  PO 8. Explain how ideas, customs, and innovations (e.g., religion, language, political philosophy, technological advances, higher education, economic principles) are spread through cultural diffusion.	<u>Content Emphasis</u>  Not assessed.	<u>DOK essence of the standard:</u>  <u>Type of Assessment:</u>

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### HIGH SCHOOL ECONOMICS

<p><b>Geography Concept 5: Environment and Society</b> Human and environmental interactions are interdependent upon one another. Humans interact with the environment – they depend upon it, they modify it, and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.</p> <p>PO 1. Analyze how the Earth’s natural systems (e.g., Gulf Stream permitting habitation of northern Europe, earthquakes, tsunamis, periodic droughts, river civilizations) affect humans.</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p><b>Concept 5: Environment and Society</b></p> <p>PO 2. Analyze how natural hazards impact humans (e.g., differences in disaster preparation between developed and developing nations, why people continue to build in disaster-prone places).</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p><b>Concept 5: Environment and Society</b></p> <p>PO 3. Analyze how changes in the natural environment can increase or diminish its capacity to support human activity (e.g., major droughts, warm and cold periods, volcanic eruptions, El Niño events, pollution).</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>



## POST ASSESSMENT ITEM SPECIFICATIONS

### HIGH SCHOOL ECONOMICS

<b>Concept 5: Environment and Society</b>  PO 4. Analyze the environmental effects of human use of technology (e.g., irrigation, deforestation, overgrazing, global warming, atmospheric and climate changes, energy production costs and benefits, water management) on the environment.	<u>Content Emphasis</u>  Not assessed.	<u>DOK essence of the standard:</u>  <u>Type of Assessment:</u>
<b>Concept 5: Environment and Society</b>  PO 5. Analyze how humans impact the diversity and productivity of ecosystems (e.g., invading non-native plants and animals).	<u>Content Emphasis</u>  Not assessed.	<u>DOK essence of the standard:</u>  <u>Type of Assessment:</u>
<b>Concept 5: Environment and Society</b>  PO 6. Analyze policies and programs for resource use and management (e.g., the trade-off between environmental quality and economic growth in the twentieth century).	<u>Content Emphasis</u>  Not assessed.	<u>DOK essence of the standard:</u>  <u>Type of Assessment:</u>
<b>Concept 5: Environment and Society</b>  PO 7. Predict how a change in an environmental factor (e.g., extinction of species, volcanic eruptions) can affect an ecosystem.	<u>Content Emphasis</u>  Not assessed.	<u>DOK essence of the standard:</u>  <u>Type of Assessment:</u>

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### HIGH SCHOOL ECONOMICS

<p><b>Geography Concept 6: Geographic Applications</b></p> <p>Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.</p> <p>PO 1. Analyze how geographic knowledge, skills, and perspectives (e.g., use of Geographic Information Systems in urban planning, reapportionment of political units, locating businesses) are used to solve contemporary problems.</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p><b>Concept 6: Geographic Applications</b></p> <p>PO 2. Analyze how changing perceptions of places and environments (e.g., where individuals choose to live and work, Israeli settlements, role of military bases, Viking colonization and naming of Iceland) affect the choices of people and institutions.</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p><b>Concept 6: Geographic Applications</b></p> <p>PO 3. Analyze how geography influences historical events and movements (e.g., Trail of Tears, Cuban Missile Crisis, location of terrorist camps, pursuit of Pancho Villa, Mao's long march, Hannibal crossing the Alps, Silk Road).</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>